

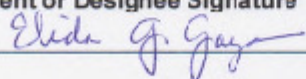
**SIG Form 1--Application Cover Sheet**

**School Improvement Grant (SIG)  
Application for Funding**

**APPLICATION RECEIPT DEADLINE  
July 2, 2010, 4 p.m.**

Submit to:  
California Department of Education  
District and School Improvement Division  
Regional Coordination and Support Office  
1430 N Street, Suite 6208  
Sacramento, CA 95814

**NOTE:** Please print or type all information.

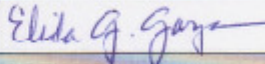
<b>County Name:</b> Monterey		<b>County/District Code:</b> 27-66035
<b>Local Educational Agency (LEA) Name:</b> Greenfield Union Elementary School District		<b>LEA NCES Number:</b> 0616080
<b>LEA Address:</b> 493 El Camino Real		<b>Total Grant Amount Requested</b> \$4,964,799
<b>City:</b> Greenfield	<b>Zip Code:</b> 93927	
<b>Name of Primary Grant Coordinator:</b> Dr. Elida G. Garza		<b>Grant Coordinator Title:</b> Superintendent
<b>Telephone Number:</b> 831.674.6100	<b>Fax Number:</b> 831.674.3712	<b>E-mail Address:</b> egarza@greenfield.k12.ca.us
<b>CERTIFICATION/ASSURANCE SECTION:</b> As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
<b>Printed Name of Superintendent or Designee</b> Dr. Elida G. Garza		<b>Telephone Number:</b> 831.674.6100
<b>Superintendent or Designee Signature</b> 		<b>Date:</b> 07-02-10

**Collaborative Signatures:** The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

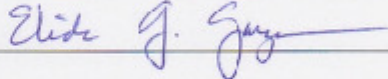
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**SIG Form 2—Collaborative Signatures (page 2 of 2)**

**School District Approval:** The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
27-66035	Greenfield Union Elementary School District	Dr. Elida G. Garza	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Greenfield Union Elementary School District
Authorized Executive:	Dr. Elida G. Garza
Signature of Authorized Executive	

## SIG Form 3–Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 22 of this RFA, and the SIG Rubric, Appendix A.

### i. Needs Analysis

The DAIT process began in 2007 with meetings with the district Superintendent, District leadership, and DAIT provider team. At that time a district/school leadership team comprised of school and community representatives (Board members, parents, staff and retired staff, principals, coaches, and representatives from both teacher and classified unions as well as staff from SAIT corrective action providers) was established to examine and analyze all the Essential Program Components in a thorough and complete manner. District Advisory groups were presented with the findings and were given opportunities to provide input.

In March 2010, the Superintendent held a special Board meeting to discuss the district's Program Improvement status. At that time, the Board was informed that the CDE would be appointing a trustee to direct and oversee the district's implementation of corrective actions to move the district out of Program Improvement status. Two schools were identified as 5% persistently lowest-achieving Tier I and two schools in Tier III. The state appointed Trustee began working with the district in May 2010 to support the Superintendent in the process of identifying an interventional model. Since that time, the Trustee and Superintendent have held several parent/community and teachers meetings to inform them of the needs analysis based on the assessment results of the APS, LRE, and the DAS. Student achievement data was presented to inform the learning community of the lack of student progress towards meeting both API and AYP.

In early June 2010, the Superintendent held public meetings, with Board members present, at each of the four schools to gather public input to provide information on the four types of intervention models the district could choose to implement and solicited input from staff and the community. Participants agreed that the Transformational Model was most feasible to implement given the time frame. The meetings were held in both Spanish and English.

While the Academic Performance Survey needs analysis conducted by the DAIT team indicate full, substantial or partial implementation, it has become clear to the district that there was a greater need to reform the Tier I schools by implementing an intervention model to improve student achievement. Student achievement data indicate that current practices are not sufficient to meet the needs of all students. District-wide efforts need to be scaled-up.

The Transformational Model was selected for both Tier I schools, Greenfield Elementary and Vista Verde. Specific Instruments /Assessments used to determine the need:

#### **Adequate Yearly Progress**

<b>2009</b>	<b>Greenfield Elementary</b>	<b>Vista Verde MS</b>
AYP Targets	Criteria met 8 of 17 ELA- No Math- No	Criteria met 8 of 17 ELA- No Math- No
<b>2009</b> API Targets	<b>Greenfield Elementary</b> School-wide- No All Sub-groups- No Both SW and Sub-groups- No	<b>Vista Verde</b> School-wide- No All Sub-groups- No Both SW and Sub-groups- No

#### **Results for English Learners**

<b>2009</b>	<b>Greenfield Elem.</b>	<b>Vista Verde MS</b>
AMAO 1 Target met- no	46.5%	46.0%
AMAO 2 Target met- no	29.0%	26.1%
AMAO 3 Target met- no	15.1%	22.4%

#### **2009 CST Percent Proficient or Above**

<b>Greenfield</b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
ELA	22	6	12	19
Math	24	24	16	7
<b>Vista Verde</b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	
ELA	20	24	22	
Math	23	14	1	

#### **Math Benchmark Assessments 2009-10**

Grades	Benchmark 1 # Assessed	Benchmark 1 % At/above Proficient	Benchmark 2 # Assessed	Benchmark 2 % At/above Proficient
GES K-5	621	40%	618	42.9%
VVMS 6-8	Data unavailable	Data unavailable	581	16.5%
<b>ELA Benchmarks Assessments 2009-10</b>				
GES K-5	372	28.3%	375	17.7%
VVMS 6-8	405	12.7%	406	21.8%

Other Findings/Recommendations from DAIT: Because Greenfield Elementary feeds into Vista Verde Middle School, the needs to be addressed must be seamless from K to 8<sup>th</sup> grade. The recommendations are clearly linked to the assessment results shown above and can be used as a means to coherently examine and reform the programs at the two sites.

1. Make recommendations for improvement in curriculum, instruction, and assessment using formative assessment measures.
2. Ensure site and district administrators and grade level/subject area collaborative planning teams use grade level, classroom, and individual student assessment results for planning and improving instruction. Benchmark data show little improvement suggesting that these assessments may need to be revised to better align with standards.
3. Ensure collaborative teams meet weekly to conduct instructional planning.
4. Instructional coaches at each site engage in daily demonstration lessons, observation, feedback, and support for collaborative instructional planning.
5. Begin Parent Education in standards-based classroom instruction and expectations, and other parent engagement training.
6. Continue to support staff with research-based instructional strategies.
7. Align pacing/benchmarks with standards.
8. Provide increased learning time specifically focused on English language development and literacy.

## **ii. Selection of Intervention Models**

The rationale for selecting the Transformation model was determined by the district/school leadership team with Governing Board and community input as being the most feasible model due to time constraints and the need to address bargaining unit issues. This model can be successfully implemented because the DAIT recommendations provide a logical and well-organized process for school improvement and are currently being implemented to one degree or another.

The other three models were determined not to be appropriate for the following reasons:

- *Turnaround model* - Replacement of the principal is feasible but there is insufficient time to screen all existing personnel and rehire no more than 50% due to collective bargaining unit agreements. The district considered at this time all other requirements in this model as feasible for implementation. If the implementation of the Transformational model does not yield successful outcomes within the first year, the district will reflect upon the potential to implement this model.
- *Restart model* - There is insufficient time to close the schools and research potential CMO's or EMO's. There was no community support to operate this model.
- *School closure* - This approach is not feasible due to the fact that Greenfield Union is a small rural district with only four schools. The other schools do not have room to accommodate students from a closed school. Additionally, there was no community support for this option.

The Transformational model addresses the need for school reform and will implement the following required strands:

1. Developing & increasing teacher & school leader effectiveness:

- A new principal was appointed at Vista Verde for the 2010-11 school year. The principal at Greenfield Elementary just completed two years at the site and will remain as the instructional leader.
- The district will contract with a State-approved external assistance provider to assist in the design of a rigorous, transparent, and equitable evaluation system for teachers and principals, that will take into account data on student growth and be designed and developed with teacher and principal involvement, will identify and reward school leaders, teachers, and other staff who have increased student achievement and identify and remove those who, after ample opportunities, have not done so. This will occur with input from both teacher and classified collective bargaining units. The state appointed Trustee will have made recommendations for potential technical assistance providers for the district to screen and interview for the selection process. This will be accomplished during the 2010-2011 school year.
- Professional development needs will be addressed on a district-wide level (to include the Tier III schools). Research shows that when students are actively engaged in robust learning activities, achievement will increase. Additionally, when quality instructional time is exclusively devoted to academic subjects with motivated curricula and within the context of well-managed classrooms, student achievement dramatically increases. Professional development will be research-based and meet the needs of staff at the sites.

2. Comprehensive instructional reform strategies:

The district currently uses formative, interim, and summative student data to identify appropriate instructional approaches, however many teachers and some administrators are not fully aware of how to extract that data and how to analyze the data to improve instruction. The district is implementing a new student information system (Sunguard e-School Plus) along with training and coaching in the use of the software to ensure all staff can access and use this data to benefit student learning. To this end, the district will train all staff and provide coaching to ensure successful implementation of the Response to Intervention in all classrooms across the district. Technology support for learning will ensure that all students, including English Learners and Students with Disabilities, have access to the core curriculum. The superintendent and principals will continue the practice of monthly walk-throughs to ensure pacing guides are followed and the standards-based curriculum is being implemented.

3. Increasing learning time and creating community-oriented schools:

The district will increase learning time by providing extended day and Saturday school offering interventions and academic enrichment to all students. An ELD intervention class will be scheduled for EL students at Vista Verde Middle School. Research supports the notion that learning improves with a well-designed master schedule and high quality instruction in extended class time and extended day. Some discussion has taken place regarding an extended school year of up to 190 days. Two Parent

Educators will be hired to ensure full engagement of parents and community in the learning process. The Parent Educators will be supported by the existing parent liaisons. The Parent Educators will also help the district to improve communication with parents and provide parents with information regarding community resources.

4. Providing operational flexibility and sustained support:

The superintendent will fully support the schools to ensure each site has sufficient flexibility to make the necessary changes that best meet the needs of the students and school. Staff has initial training in building Professional Learning Communities and have come to understand the need for consensus decision-making that will be required when identifying potential changes that need to be made under the Transformational Model. Changes may occur in instructional schedules, school calendars, budgeting decisions, appropriate professional development, and teacher placement.

In Year I of the grant, the district will collaborate with an external assistance provider to determine the effectiveness of all programs and services to ensure that the focus is on full implementation of the standards-based curriculum and all other Essential Program Components. They will also provide staff development to help district staff sharpen their leadership skills, build instructional capacity, and to assist the district schools to exit program improvement.

**iii. Demonstration of Capacity to Implement Selected Intervention Models**

SIG funding will be allocated in the following manner:

Greenfield Elementary School	Vista Verde Middle School
Personnel	Personnel
<u>Grades K-2</u> 0.5 FTE Coach 0.5 FTE Technology Resource Teacher <u>Grades 3-5</u> 0.5FTE Coach 0.5 FTE Tech Resource Teacher 1.0 FTE Science Resource Teacher	2.0 FTE Coaches: ELA, Math 1.0 FTE Technology Resource Teacher
Extended day teachers for academic interventions and enrichment	Extended day teachers for academic interventions and enrichment

A district-wide Director of Program Improvement will be hired to coordinate all programs and services outlined in this grant to ensure the increase in academic achievement for all students is attained.

District-wide, administrators teachers, and support staff will participate in professional development, as appropriate, in: Response to Intervention, student discipline and character education, use of technology for instruction, classroom management, systems analysis, understanding and interpreting student assessment data, collaboration through Professional Learning Communities, and materials use training in Reading/ELA, mathematics, and ELD adopted texts.



2 FTE Parent Educators (certificated staff) will provide parent education in relevant needed topics, provide information on community resources, and engage parents in the education of their children. These Parent Educators will work in tandem to ensure K-8 parents receive the support to help their children be successful learners.

Upgrading Technology: Each classroom from K-8<sup>th</sup> grade will be provided with a Promethean Board/Smart Board, one LCD projector, one teacher laptop and five student computers. In addition, Vista Verde School will also be provided with a mobile computer lab.

Greenfield Elementary School will be restructured to offer a dual focus through this Transformational Model in the following manner:

- The K-2 will focus on literacy and technology which will enhance learning for English Learners and students with disabilities. The coach will provide coaching, demonstration lessons, lead collaboration activities, support teachers in data analysis/interpretation and lesson planning as well as support the implementation of Response to Intervention. The 0.5 FTE Technology Resource Teacher will provide training and coaching to classroom teachers on integrating the new technology tools into the curriculum.
- The 3-5 program will focus on science and technology supported by the coach who will provide coaching, demonstrate effective instructional delivery, lead collaboration activities, assist teachers in data analysis/interpretation and lesson planning, and support the implementation of Response to Intervention. A Science Resource Teacher will oversee the science lab with activities aligned with classroom standards-based science instruction. The purpose of providing a fully equipped science lab for students in grades 3-5 is to enhance and supplement the regular science instructional program and ensure that students experience a weekly, hands-on laboratory experience that is directly aligned to the California state standards being taught in the classroom. A full-time Science Resource Teacher will engage students in higher order thinking skills and scientific concepts. Students will engage and fully participate in critical analysis of scientific concepts, the scientific method, inference, hypothesizing, experimentation, research, synthesis, summarizing, and drawing conclusions based on evidence. Since the majority of students are ELs, the Science Lab classroom will provide ample opportunities for students to develop academic vocabulary, writing & math skills, analysis, and other higher order thinking skills. The 0.5 FTE Technology Resource Teacher will provide training integrating the new technology tools into the curriculum.

Vista Verde Middle School will be staffed with coaches who will provide ELA, ELD and Math coaching, demonstration lessons, lead collaboration activities, assist teachers in data analysis/interpretation and lesson planning and support the implementation of Response to Intervention. The Technology Resource Teacher will provide training and coaching to classroom teachers in new technologies and oversee mobile technology lab. An ELD intervention will be scheduled during the regular school day to provide English Learners with intensified appropriate ELD instruction based on their linguistic needs.

Other school resources include: EIA, QEIA class size reduction, ARRA, ELAP,

Migrant, and Title I funds will be used to support SIG funds in the implementation of the intervention model by supporting smaller class-size, professional development, parent education, increased learning time, interventions, SES programs, and supplemental materials and supplies as described in Section V.

#### **iv. Recruitment, Screening, and Selection of External Providers**

The district intends to contract with a new State-approved external assistance provider to assist in the successful implementation of the Transformational Model. The district leadership team will develop a detailed rigorous process for screening, selecting and recruiting all California state-approved providers to determine the best fit for the district to assist in: designing a teacher evaluation system, providing guidance in the implementation of the Transformational Model, evaluating data and determining what changes are needed based on these data, providing professional development to administration in governance and leadership skills, as well as job-embedded professional development for teachers. The State-approved external assistance provider will assist the district to develop the capacity and expertise of administrators, teachers, and instructional leaders to accelerate the literacy achievement of Latino students and English Language Learners by working directly with teachers to achieve transformative change at the school that is built on a strong foundation of theory and research. The technical assistance provider will work directly with classroom teachers to 1) build a strong core instructional program in literacy and ELD that ensures that all students learn at high levels, 2) to create an integrated system for professional learning so that all teachers are able to deliver excellent instruction, and 3) strengthen results-oriented leadership so that leaders carry out the daily actions necessary to successfully lead whole school improvement efforts.

The state appointed Trustee will provide recommendations as to the appropriate technical assistance providers that best meet the needs of the district. The selection will be made by all stakeholders (Superintendent, District Leadership Team, Board members, Advisory groups, CSEA and GTA, as well as representatives the sites School Leadership Teams). The district will establish a rigorous process for screening potential assistance providers by: researching providers, screening, interviewing, conducting background checks; conducting site visits to schools who have worked with the identified providers, and review data results indicating successful outcomes. The selection will be based on the provider's expertise in working with small rural districts, experience in scaling up governance, the quality of professional development it can provide, expertise in curriculum and assessments, and its proven track record of success in turning schools around. The selected provider will be taken to the Governing Board for approval for hire.

#### **v. Alignment of Other Resources with the Selected Intervention Models**

Other district funds are committed to support the SIG grant:

EIA - Funds are used to provide additional interventions, Saturday Academies at Vista Verde, summer school, and to purchase supplemental support materials

QEIA - Greenfield and Vista Verde are QEIA schools. Funds are used for class-size reduction, professional development, ensuring teacher quality and highly qualified teachers.

Class size Reduction – All three elementary schools currently have class-size reduction in grades K-3.

ARRA and SFSF- these one-time funds are used to maintain staff members, avoid furloughs, maintain salary step and column, and needed textbooks.

ELAP - Funds are used for 4<sup>th</sup>-8<sup>th</sup> grade afterschool interventions, supplemental supplies and materials

Migrant - Funds are provided through the Monterey County Office of Education for 1.0 FTE to provide instruction for parent education training, summer school and after-school tutoring

Title I - Funds are used for Supplemental Education Services, summer school, professional development, and parent education

Title II - Funds are used primarily for administrators and teachers professional development to develop their leadership and instructional capacity

Title III – Immigrant and LEP funds are used to supplement the English Learner program and services for all English Learners in the district. Services include tutoring, coaching for teachers and professional development, and necessary supplemental materials.

Special Education - Funds used to provide in class support for special needs students.

The districts' Chief Business Officer ensures appropriate allocation to schools and compliance on the use of all funds. The Chief Business Officer meets with principals to train them in budget development, use of funds, compliance and to ensure the correct funds are being used to hire personnel. This approach lends itself to maximum effectiveness and is coordinated and directed towards the district's efforts to exit Program Improvement status. The resources must be logically aligned K-8<sup>th</sup> grade so that each funding source addresses the needs at each site to improve instruction, increase learning time, upgrade technology for science and literacy learning, professional development, parent education, collaborative planning time, data analysis and interpretation, and Response to Intervention.

#### **vi. Alignment of Proposed SIG Activities with Current DAIT Process**

DAIT high priority recommendations in specified areas follow:

##### Governance:

- Update LEA to include 2009-10 allocations and align each school's Single Single Plan for Student Achievement (SPSA) and the LEA Addendum Plan. SPSA's have been aligned and reprioritized based on state and federal funding. SIG activities will require ongoing updates as funds are approved.
- Provide mentoring and twice monthly progress monitoring with Superintendent. DAIT monitoring took place but no formal mentoring has taken place. The Superintendent has received ongoing support by the state-appointed Trustee. Additional mentoring and

coaching will occur when the technical assistance provider has been hired.

- Superintendent will design and implement an effective interview, reference check, and final decision process based on DAIT recommendations. This has occurred. A Special Education Director, a Program Manager of Special Projects, and Principal have been hired. The Director of Special Education will continue to address areas identified in the LRE assessment for improvement in the special education program. The Director of Curriculum and Instruction (C&I) will be essential in ensuring that state adopted curriculum, pacing guides, and assessments will be reviewed, revised, and aligned on a regular basis. The Principal has been hired for the 2010-11 school year at Vista Verde and will provide leadership to ensure all SIG activities take place as required by the Transformational Model.
- Superintendent will meet with the DAIT provider and Human Resources regarding collective bargaining issues. Both classified and certificated unions will be intricately involved in the revision of policy changes regarding equitable evaluation systems for teachers and principals as well as other bargaining unit issues related to the SIG requirements.
- Superintendent will define and communicate non-negotiable policies regarding curriculum, assessment, collaborative planning, and professional development. This has occurred and will continue under SIG activities.
- Create and monitor six-week continuous improvement plans focused on high priority actions and results. This has occurred. Action plans will be aligned with SIG activities and monitored every six weeks to ensure maximum use of resources and personnel.

#### Alignment of Curriculum, Instruction, and Assessments to State Standards:

DAIT recommended a Curriculum Council be assembled with representation from all school sites and grade level spans. This has occurred. The Curriculum Council will continue to meet monthly with oversight provided by the Director of Curriculum and Instruction to make recommendations for improvement in curriculum, instruction, and assessment, using formative assessment data. These meetings will address the curricular needs of the K-2 literacy/technology focus and the 3-5 literacy/science focus. The middle school will require guidance as they begin to implement an upgraded technology program as well as the new EL Intervention program to be instituted in 2010-11.

- Ensure site and district administrators and grade level/subject area collaborative planning teams use grade level, classroom, and individual student assessment results for planning and improving instruction. This will be an ongoing activity under SIG as the schools will be trained in Response to Intervention (RTI) and the use of data to inform instruction and to place students in the appropriate interventions. Collaborative planning meetings will take place at least three times monthly and will focus on standards mastery and direct instruction.
- Instructional coaches at each site will conduct daily demonstration lessons, observation, feedback, and support for collaborative instructional planning, and support improved literacy instruction. The SIG technology resource teachers to be hired will ensure staff are trained and implement new technology to enhance instruction.

#### Fiscal Operations:

- Continue monitoring and controlling expenditures. The Superintendent, CBO, and departments/sites administrators will monitor expenditures weekly and ensure coordination of all other funds and resources with SIG funds.
- Continue to fiscally support the district's initiative to support teachers becoming highly qualified. This is ongoing to ensure needed support to staff to meet highly qualified teacher requirements, EL authorizations, and credentialing. Under the SIG requirements, teacher support will continue relevant to SIG requirements around teacher support and teacher evaluation.
- Continue to prioritize and seek funding for ongoing site maintenance needs. This has been accomplished through the passage of a school bond "Measure L" in June 2010. SIG funding is sought to improve all aspects of the district/schools operations.
- As soon as district allocations are received, district staff will complete work on aligning LEA plan goals and actions with appropriate funding sources. The update of plans has been through the PI addendums. The plan will be revised in the summer of 2010. When SIG funding is approved, realignment of goals and actions will once again occur.
- Role and services of any consultant involved in any academic program/services must be in agreement with DAIT Team requirements. The hiring of an external technical assistance provider will be aligned with DAIT guidelines and will be approved by the Governing Board and other stakeholders.

#### Parent and Community Involvement:

Begin parent education in standards-based classroom instruction and expectations. This has not yet formally occurred. SIG funds request Parent Educators to provide this training as well as such training identified by both parents and teachers in the areas of: how to help with homework, gang prevention, discipline, improved communications between the home and the school, and other areas that come up in future meetings.

#### Human Resources:

- Continue to coordinate all new teacher support efforts in the district (BTSA and intern programs). This is an ongoing effort to ensure high quality teachers and is relevant to the Transformational Model.
- Continue to support veteran teachers in acquiring professional development they need to serve English Learners and students with disabilities. The SIG application identifies a comprehensive professional development plan to ensure teachers receive the training needed to improve instruction and increase student learning. Training is identified on pages 5 and 7.
- Adequately address the relationship between the district and the collective bargaining units for a more positive, collegial environment for all. This will be a long term activity under the SIG requirements when implementing the Transformational Model which requires the unions work closely with district staff to develop new policies regarding teacher evaluation, placement, rewards, or removal.

#### Data Systems and Achievement Monitoring:

Implement a formative assessment benchmark system with on-going monitoring to ensure progressively high goals are achieved with all subgroups. The district has purchase a new Student Information System (SIS) to replace the outdated SASI

system that will no longer be supported by vendor. The new SIS is Sungard's e-School Plus. In addition, the district uses the DataWise System for student achievement data. These two systems will be bridged and aligned. Currently, DataWise provides longitudinal student achievement data on STAR CST, CELDT, and local benchmarks. Administrators and teachers use student achievement data for implementation of the Response to Intervention program. DataWise also has a test item bank. Under SIG, training on the new student information system and further training on the student achievement data system will occur so that all teachers understand how to interpret the data and use data to inform instruction in both the regular classroom and in interventions.

- Ensure effective testing protocols and tools are used by each teacher/school. Some training has occurred for principals and support staff. These activities will occur with SIG and other district funding to ensure that all staff develop and follow appropriate testing protocols. The Director of C&I will review external benchmark protocols for consideration of district adoption. Professional development training in this area will occur.

#### Professional Development:

- Train all teachers in D. Fischer Gradual Release (GR) Model. This has occurred, however teacher input suggests that more training and coaching in explicit direct instruction and GR is needed and will be supported with SIG funds.
- Train and coach principals in walk-through and support for instructional supervision, and Explicit Direct Instructional Model. Coaches have received training and continue to receive support from the DAIT team. The principals conduct walk-throughs but need training on how to use these observations more effectively for improving instruction. SIG and other district funds will offer continued training in developing Professional Learning Communities for effective collaboration between and among staff.
- Provide training on data analysis of state and district assessments to all administrators, coaches and teachers. This will be a focus throughout this grant in order to successfully implement Response to Intervention for improving instruction.
- Train all district and site administrators in systems and data analysis and in the cycle of continuous improvement for effective planning and monitoring. This has not fully been implemented. Resources will be identified, including SIG funds, to ensure this training occurs. DAIT and other data sources support the ongoing need to implement the Transformational Model to the greatest degree of fidelity at the Greenfield and Vista Verde Schools.

#### **vii. Modification of LEA Practices or Policies**

The LEA and the technical assistance provider will work collaboratively with the Governing Board, the California School Board Association, parent Advisory groups, and the classified and certificated bargaining units to review all policies that will need to be revised or establish new policies based on the requirements of the Transformational model. Such policies that will need to be addressed include:

- Implementing financial incentives, rewarding school leaders and teachers and other staff who have increased student achievement as a result of implementing the

Transformational Model, increased opportunities for promotion and growth, policies that are designed to recruit, place, and retain staff with the skills to meet the needs of students under this model, and policies regarding removing those teachers who have been given ample opportunities to improve but have not. Other policies that may need to be revised include: extended day, technology, possibly restructuring Greenfield Elementary School by opening two new schools on the campus (K-2 and 3-5). Many personnel policy changes will have to be negotiated with the both CSEA and GTA unless laws are passed that mandate otherwise.

The following process will take place:

- Review policies
- Work with the California School Board Association to assist in writing new policy
- Take new policies to Board and other stakeholders for review and input
- Negotiate personnel policies with CSEA and GTA
- Present to Governing Board
- Adoption by the Governing Board

Because of the time limits, it will take the district at least the first years of the grant to review and revise these policies. It is anticipated that new policies will improve instruction for successful student outcomes.

#### **viii. Sustainment of the Reforms after the Funding Period Ends**

The district is applying for a waiver to extend SIG funds through September 30, 2013. In June, 2010 the district's Chief Business Officer presented to the Board of Trustees, and the Board adopted, a three-year projected budget that we are confident will have positive certification. Assuming that the district's current levels of funding remain constant and available to the district, these funds will be coordinated, aligned, and allocated to meet the purpose of the SIG implementation beyond the SIG funding period.

The district is requesting the SIG funds to infuse the Transformational Model's strategies and activities into a focused, concerted effort to improve student academic achievement. The SIG, along with the district's categorical funds, will be use for the initial 'start-up' costs associated with transforming schools. Some of initial costs are: purchase of technology equipment, three-year contract with external provider for technical assistance with developing the leadership and instructional capacity of the administrators, teachers, and support staff, the coaches to ensure and support classroom implementation of learned skills, a Director of Program Improvement to coordinate, facilitate, and monitor successful implementation of SIG grant requirements, and the start up of the science program at Greenfield Elementary.

Once the SIG grant is approved, the district will revise and realign the district's adopted 3-year projected budget to support the activities implemented through the Transformational model. After the SIG grant period is ended, the district is committed o developing a budget that will continue to support the following activities (not exhaustive

list):

- Technology equipment replacement, on-going maintenance costs; provide technical support
- Maintain coaching model
- Continue to provide parent education
- Continue professional development for new teachers; and refresher training for current teachers
- Occasional use of technical support from external provider
- Offer increased learning opportunities for identified students

These are the funds that will be reviewed and revised to realigned to sustain the SIG activities listed above:

EIA	QEIA	Class size Reduction
ELAP	Migrant	Title I
Title II	Title III	

#### **ix. Establishment of Challenging LEA Annual School Goals for Student Achievement**

District API Goal: The district will score at 680 or above by the end of 2010-11

K-8 goals for improved student achievement in the target schools (Greenfield Elementary and Vista Verde Middle School)

Goal 1: 67.6% of the students will score at/above proficient in Reading/English Language Arts on the California Standards Test (CST). (Spring 2011)

Goal 2: 68.5% of the students will score at/above proficient in Mathematics on the California Standards Test (CST). (Spring 2011)

AMAO1: 54.6% of the EL students will progress one level of English language proficiency on the CELDT (Fall 2011)

AMAO 2: 33.9% of the EL students will attain English proficiency on the CELDT (Fall 2011)

AMAO 3: 68.5% of the EL students will score proficient on the CELDT. (Fall 2011)

1. The Principal and Coaches are responsible for the administration of all state-mandated tests with oversight provided by the Director of Curriculum and Instruction.
2. The Principal of each site is responsible for monitoring the attainment of school goals.
3. The Principals at the sites will continue to do weekly walk-throughs to ensure curriculum is being implemented with fidelity.
4. Data analysis will be conducted weekly during teacher collaboration time when teachers use results and benchmark assessments to inform instruction and identify interventions as appropriate to ensure attainment of goals.
5. The Principals will review benchmark assessment results to determine if students are on track for reaching school identified goals.



This year, the district's focus has been to reduce the percentage of students who are non-proficient by 10% or more from the prior year; we refer to this as 'safe harbor' approach. With the support of additional SIG funds for needed personnel, the expectation is every student will achieve a minimum of one year academic growth for every school year of instruction. For struggling students, the minimum expectation is 2.0 years of academic growth for every year of instruction.

#### **x. Inclusion of Tier III Schools**

The district is a K-8 district with two schools in Tier I and two in Tier III. The Tier III schools, Cesar Chavez Elementary and Oak Avenue Elementary will participate in the district-wide Professional Development program supported through SIG and other district funds. Training topics have been identified by the DAIT team as well as by teacher input and are designed to meet the needs of staff at the Tier III schools. The timeline for the training can be found on SIG Form 10. All professional development training is research-based and proven to increase teacher performance and student achievement.

The academic achievement goals for the Tier III schools are the same as those for Tier I schools.

The district needs to establish and maintain a cohesive instructional program in all four schools, grades kindergarten through 8. One of the seven correlates of effective schools is a clearly stated and focused mission. The district-wide focus on shared professional development is to develop a district-wide language, skills, and strategies to have successful dialogue among and between staff members. Shared language allows for an understanding and commitment to the district's mission and the instructional goals, priorities, and assessment procedures it projects. Shared language leaves no doubt as to the staff's responsibility and accountability for promoting and achieving the mission of learning for all students.

#### **xi. Consultation with Relevant Stakeholders**

The district has identified all significant stakeholders and their input is incorporated in the application. The district held a series of meetings with relevant stakeholders, for example: community members, parents, teachers, support staff, bargaining units officers, administrators, School Board of Trustees, and even State Board of Education President Ted Mitchell, see Appendix A. The LEA also used information and input generated beginning in October 2007 when a SAIT/DAIT provider began working with the LEA.

In January 2010, when the RTTT application contained the four intervention models, the Superintendent began facilitating meetings and including this information in the district newsletters (English and Spanish) to the community, see Appendix B. All Board work sessions were open to the public. All community meetings were in English and

Spanish. Appendix A does not include the information generated during administrators' meetings with School Site Council, ELAC, and DELAC parents, nor the Superintendent's presentation to the Rotary Club members to get the message out to the community.

The initial meetings were informational, open for discussion, questions and answers. Beginning in March, the meetings discussion began to focus on selection of an intervention model and the rationale for selection of one intervention model over the other, see Appendix D for sample parent meeting notice. Input was documented and much of the input was incorporated into the SIG. In June, more meetings were held to solicit additional input, see Appendix C.

The following were suggested as identified needs: Not all of these have been incorporated into the application but will be considered for inclusion over the next two years:

Teacher input:

- Uniform upgraded technology in all classrooms
- Professional development training in Character Education, Time to Teach, ELD, technology, use and interpretation of assessments, continue training in Explicit Direct Instruction and the Gradual Release Model
- Counselors/social workers at the sites
- Improved system for parent communications
- Better facilities
- More interventions, specifically for EL students
- Ungraded SDC classes
- Literacy program for new entering 4<sup>th</sup> and 5<sup>th</sup> graders
- Staff use formative and summative multiple measures (STAR/CST) standardized tests and local assessments) to determine student needs
- Alternative education for those students who do not adjust to the regular classroom
- Resources/Diagnostic to figure what the possible issue/challenge is beyond language development/ Not always a language issue! (more accessible and earlier testing to help the kids before it's the end of the year
- Update report cards/Online/align with standards/(Spanish/English )/ Align report cards to standards and curricula and make them electronically producible
- Align pacing guide/charts to standards

Parent input:

- Better communication between school and home
- More after school instructional support and enrichment
- Uniforms for students to avoid many issues and problems
- Better nutritional meals for the students
- Staff use formative and summative multiple measures (STAR/CST) standardized tests and local assessments) to determine student needs
- Alternative education for those students who do not adjust to the regular classroom
- More activities to motivate students to learn

**SIG Form 4a–LEA Projected Budget****LEA Projected Budget**

Fiscal Year 2010–11

Name of LEA: Greenfield Union Elementary School District	
County/District (CD) Code: 27-66035	
County: Monterey	
LEA Contact: Dr. Elida G. Garza	Telephone Number: 831.674.6100
E-Mail: egarza@greenfield.k12.ca.us	Fax Number: 831.674.3712
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	100,000	100,000	100,000
2000– 2999	Classified Personnel Salaries	41,894	41,894	41,894
3000– 3999	Employee Benefits	42,183	42,183	42,183
4000– 4999	Books and Supplies	25,000	25,000	25,000
5000– 5999	Services and Other Operating Expenditures	150,000	100,000	80,000
6000– 6999	Capital Outlay	5,000	0	0
7310 & 7350	Indirect Costs	84,727	59,851	60,333
<b>Total Amount Budgeted</b>		448,804	368,928	349,410

**SIG Form 4b–School Projected Budget****School Projected Budget**

Fiscal Year 2010–11

Name of School: Greenfield Elementary School	
County/District/School (CDS) Code: 27-66035-6026116	
LEA: Greenfield Union Elementary School District	
LEA Contact: Dr. Elida G. Garza	Telephone Number: 831.674.6100
E-Mail: egarza@greenfield.k12.ca.us	Fax Number: 831.674.3712
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	316,757	321,838	327,020
2000– 2999	Classified Personnel Salaries	0	0	0
3000– 3999	Employee Benefits	38,687	38,687	38,687
4000– 4999	Books and Supplies	100,000	100,000	100,000
5000– 5999	Services and Other Operating Expenditures	16,000	16,000	16,000
6000– 6999	Capital Outlay	272,000	0	0
7370 & 7380	Transfers of Direct Support Costs			
<b>Total Amount Budgeted</b>		743,444	476,525	481,707

**SIG Form 4b–School Projected Budget****School Projected Budget**

Fiscal Year 2010–11

Name of School: Vista Verde Middle School	
County/District/School (CDS) Code: 27-66035-6111645	
LEA: Greenfield Union Elementary School District	
LEA Contact: Dr. Elida G. Garza	Telephone Number: 831.674.6100
E-Mail: egarza@greenfield.k12.ca.us	Fax Number: 831.674.3712
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	325,557	330,638	335,820
2000– 2999	Classified Personnel Salaries	0	0	0
3000– 3999	Employee Benefits	48,360	48,360	48,360
4000– 4999	Books and Supplies	100,000	100,000	100,000
5000– 5999	Services and Other Operating Expenditures	16,000	16,000	16,000
6000– 6999	Capital Outlay	317,000	0	0
7370 & 7380	Transfers of Direct Support Costs			
<b>Total Amount Budgeted</b>		806,917	494,998	500,180

**SIG Form 4b–School Projected Budget****School Projected Budget**

Fiscal Year 2010–11

Name of School: Cesar Chavez Elementary	
County/District/School (CDS) Code: 27-66035-6111637	
LEA: Greenfield Union Elementary School District	
LEA Contact: Dr. Elida G. Garza	Telephone Number: 831.674.6100
E-Mail: egarza@greenfield.k12.ca.us	Fax Number: 831.674.3712
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	35,200	35,200	35,200
2000– 2999	Classified Personnel Salaries	0	0	0
3000– 3999	Employee Benefits	3,781	3,781	3,781
4000– 4999	Books and Supplies	10,000	10,000	10,000
5000– 5999	Services and Other Operating Expenditures	0	0	0
6000– 6999	Capital Outlay	0	0	0
7370 & 7380	Transfers of Direct Support Costs	0	0	0
<b>Total Amount Budgeted</b>		48,981	48,981	48,981

**SIG Form 4b–School Projected Budget****School Projected Budget**

Fiscal Year 2010–11

Name of School: Oak Avenue Elementary School	
County/District/School (CDS) Code: 27-66035-6089387	
LEA: Greenfield Union Elementary School District	
LEA Contact: Dr. Elida G. Garza	Telephone Number: 831.674.6100
E-Mail: egarza@greenfield.k12.ca.us	Fax Number: 831.674.3712
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	35,200	35,200	35,200
2000– 2999	Classified Personnel Salaries	0	0	0
3000– 3999	Employee Benefits	3,781	3,781	3,781
4000– 4999	Books and Supplies	10,000	10,000	10,000
5000– 5999	Services and Other Operating Expenditures	0	0	0
6000– 6999	Capital Outlay	0	0	0
7370 & 7380	Transfers of Direct Support Costs	0	0	0
<b>Total Amount Budgeted</b>		48,981	48,981	48,981

## SIG Form 5a–LEA Budget Narrative

### LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
District-wide Director of Program Improvement will be hired to coordinate all programs and services outlined in this grant to ensure the increase in academic achievement for all students is attained. (\$100,000 x 3 years)	\$300,000	1300
1 FTE Parent Educator (\$41,894 x 3 years)	\$125,682	2400
Benefits (2010-11 rates) for STRS, PERS, worker comp., unemployment, and health benefits, no PERS reduction (\$42,183 x 3 years)	\$126,549	3000
Materials and supplies (\$25,000 x 3 years)	\$75,000	4300
State-approved external technical assistance team to work with district (3 year contract)	\$330,000	5100
Technology equipment for Director and Secretary	\$5,000	6400
Indirect costs at 2010-11 rate of 4.66% (\$68,303 x 3 years)	\$204,911	7310



## SIG Form 5b—School Budget Narrative

### School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

**School Name:** Greenfield Elementary School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Grades K-2 two 0.5 FTE (coach, technology resource teacher) and grades 3-5 two 0.5 FTE and 1.0 FTE (technology resource and science teachers) based on salary schedule plus estimated 2% step increase each year for 3 years	\$860,015	1100
Teacher extra time for professional development (estimate: \$120 per day x 5 days x 32 teachers x 3 years)	\$57,600	1100
Incentives for teachers with demonstrated increased student achievement (estimate: \$500 x 32 teachers x 3 years )	\$48,000	1100
Benefits (2010-11 rates) for STRS, PERS, worker comp., unemployment, and health benefits, no PERS reduction (\$38,687 x 3 years)	\$116,061	3000
Materials and supplies (\$100,000 x 3 years)	\$300,000	4300
Services for technology equipment maintenance (\$16,000 x 3 years)	\$48,000	5800
Promethean Board/Smart Board, one LCD projector, one teacher laptop computer, and five student computers (estimate \$8,500 x 32 teachers x 3 years)	\$272,000	6400

## SIG Form 5b—School Budget Narrative

### School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

**School Name:** Vista Verde Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Two 1.0 FTE (coaches) and 1 FTE (technology resource teacher) based on salary schedule plus estimated 2% step increase each year for 3 years	\$860,015	1100
Teacher extra time for professional development (estimate: \$120 per day x 5 days x 40 teachers x 3 years)	\$72,0000	1100
Incentives for teachers with demonstrated increased student achievement (estimate: \$500 x 40 teachers x 3 years )	\$60,000	1100
Benefits (2010-11 rates) for STRS, PERS, worker comp., unemployment, and health benefits, no PERS reduction (\$48,360 x 3 years)	\$145,080	3000
Materials and supplies (\$100,000 x 3 years)	\$300,000	4300
Services for technology equipment maintenance (\$16,000 x 3 years)	\$48,000	5800
Promethean Board/Smart Board, one LCD projector, one teacher laptop computer, and five student computers (estimate \$8,500 x 32 teachers) In addition, VVMS will be provided with a mobile computer lab (\$1,500 x 30 computers)	\$317,000	6400

## SIG Form 5b–School Budget Narrative

## School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

**School Name:** Cesar Chavez Elementary School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Teacher extra time for professional development (estimate: \$120 per day x 5 days x 32 teachers x 3 years)	\$57,600	1100
Incentives for teachers with demonstrated increased student achievement (estimate: \$500 x 32 teachers x 3 years )	\$48,000	1100
Benefits (2010-11 rates) for STRS, PERS, worker comp., unemployment, and health benefits, no PERS reduction (\$3,781 x 3 years)	\$11,343	3000
Materials and supplies (\$10,000 x 3 years)	\$30,000	4300

## SIG Form 5b–School Budget Narrative

## School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

**School Name:** Oak Avenue Elementary School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Teacher extra time for professional development (estimate: \$120 per day x 5 days x 32 teachers x 3 years)	\$57,600	1100
Incentives for teachers with demonstrated increased student achievement (estimate: \$500 x 32 teachers x 3 years )	\$48,000	1100
Benefits (2010-11 rates) for STRS, PERS, worker comp., unemployment, and health benefits, no PERS reduction (\$3,781 x 3 years)	\$11,343	3000
Materials and supplies (\$10,000 x 3 years)	\$30,000	4300

## Federal Certifications

### Certifications regarding lobbying; debarment, suspension and other responsibility matters; and drug-free workplace requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 34 CFR Part 82, A new restrictions on Lobbying, and 34 CFR Part 85, A Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants). The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

#### 1. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, Disclosure Form to Report Lobbying, in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

#### 2. Debarment, suspension, and other responsibility matters

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 34 CFR Part 85, for prospective participants in primary or a lower tier covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110-

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;

(E) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly

charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application

#### 3. Drug-free workplace (grantees other than individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispersing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;



(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee whom is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Address	City
493 El Camino Real	Greenfield
State	Zip Code
CA	93927

Check ☐ if there are workplaces on file that are not identified here.

statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation;

#### Drug-free workplace (grantees who are individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant Greenfield Union Elementary School District	Contract Elida G. Garza
Printed Name and Title of Authorized Representative Dr. Elida G. Garza	
Signature Elida G. Garza	Date 07-01-10

## **SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)**

### **Sub-grant Conditions and Assurances**

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).



**SIG Form 7-Sub-grant Conditions and Assurances (page 2 of 3)**

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

**SIG Form 7-Sub-grant Conditions and Assurances (page 3 of 3)**

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Greenfield Union Elementary School District
Authorized Executive:	Dr. Elida G. Garza
Signature of Authorized Executive	

## SIG Form 8–Waivers Requested

### Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

**Note:** If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

## SIG Form 9—Schools to Be Served

### Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

[illegible]

**SIG Form 11–Implementation Chart for a Tier III School, (if applicable)**

### Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

School: Cesar Chavez Elementary School

Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure ☐ Transformation

**X** Other: Professional Development district-wide

Total FTE required:	LEA	School	Other

[illegible]

### SIG Form 11–Implementation Chart for a Tier III School, (if applicable)

### Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to imple

[illegible]

## SIG Form 10–Implementation Chart for a Tier I or Tier II School

### Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: Greenfield Elementary School      Tier: I or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required:   __0__ LEA <u>3.0 FTE</u> School   __0__ Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School                      LEA		Resources	Oversight
RP	The current principal just completed two years at this site.	July 1, 2010	0	\$110,500	General Fund	Supt.
ES	District to contract with State-approved provider to assist in the design of a rigorous, transparent, and equitable evaluation system for all employees; through collaboration with certificated and classified bargaining units.	Begin August 2010	0	0	None	Supt.

IRR	The district will work with the Board, CSBA, principals and bargaining units to revise/ develop policies that will identify and reward school leaders, teachers, and other staff who have increased student achievement, and identify and remove those who, after ample opportunities, have not done so.	Begin October 2010	\$48,000	0	SIG	Supt.
PD	School staff will participate in identified professional development training. Coaches, the Technology Resource Teachers, and Science Resource Teacher will provide model lessons, coaching, and lesson planning to ensure PD is effectively implemented in all classrooms. The state-approved technical assistance provider will support job-embedded professional development.	Begin August 2010	\$860,015 \$57,600 \$116,061	\$20,000	SIG SIG SIG  Categorical funds	Supt., Director of C&I, Director of Program Improvement , Principals, DAIT Provider
RPR	The district will work with the Governing Board, Calif. School Boards	2010-2011	0	\$7,000	Categorical or general fund	Supt., CBO, Principals, DAIT



	Association, principals and collective bargaining units to revise/ develop policies designed to recruit, replace, and retain staff.					Provider
IP	Response to Intervention (RTI) will be implemented. This requires the use of data to place students in appropriate interventions as part of the new instructional model.	2010-2011	0	0	None	Director of C&I, Director of Prog. Improvement , Principals, DAIT Provider
SD	RTI promotes the continuous use of data. Staff will be trained to analyze and interpret data as part of its efforts to use student data to drive instruction.	2010-2011	0	\$20,000	Categorical funds	Director of Curriculum & Instruction, Principals, DAIT Provider
ILT	Increase learning time will occur in after school interventions and summer school. The district may consider extending the school year. The technology focus will provide intensified support for literacy and will be tracked using the student information system. Increased learning time will	2010-2013	\$272,000 \$48,000	\$15,000	SIG SIG  Categorical funds	Director of Curriuculum & Instruction, Director of Prog. Improvement , Principals

	be offered to students in need of additional academic support.					
FCE	A Parent Educator will be hired to work with families and community members to ensure full engagement in the educational process.	Sept. 2010	0	\$125,682 \$30,000	SIG SIG	Director of Curriculum & Instruction, Director of Prog. Improvement , Principals
OF	The superintendent supports site decision-making regarding flexibility of instructional schedules, vacation and summer school calendars, and other operations that may impact student achievement. Flexibility in the school calendar and extended learning time will require negotiating with the collective bargaining units.	2010-2013	0	\$300,000 \$96,549 \$5,000	SIG SIG SIG	Supt., Bargaining Units, Principals, Director of Prog. Improvement DAIT Provider
TA	The district will contract with a State-approved external technical assistance provider to assist in the successful implementation of the Transformational Model. The external provider will	2010-2013	\$300,000	\$330,000 \$75,000	SIG SIG	Supt., Director of C&I, Director of Prog. Improvement , Principals, DAIT Provider

	<p>assist in: designing a teacher evaluation system, provide guidance in the implementation of the Transformational model, assist in evaluating data and determining what changes are needed based on its data, provide professional development to administration in governance and leadership skills as well as job-embedded professional development for teachers. The technical assistance provider will assist the district to develop the capacity and expertise of administrators, teachers and instructional leaders to accelerate the literacy achievement of Latino students and English Language Learners working directly with teachers to achieve transformative change at the school that is built on a strong foundation of theory and research.</p>					
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## SIG Form 10–Implementation Chart for a Tier I or Tier II School

### Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: Vista Verde Middle School      Tier: I or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: _____ LEA <b>3.0 FTE</b> School    _____ Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School      LEA		Resources	Oversight
RP	The district is currently conducting a search for a new principal who will be hired for the new school year.	August 2010	0	\$110,500	General Fund	Supt.
ES	District to contract with State-approved provider to assist in the design of a rigorous, transparent, and equitable evaluation system for all employees; through collaboration with certificated and classified bargaining units.	Begin August 2010	0	0	None	Supt.

IRR	The district will work with the Board, CSBA, principals and bargaining units to revise/ develop policies that will Identify and reward school leaders, teachers, and other staff who have increased student achievement, and identify and remove those who, after ample opportunities, have not done so.	Begin October 2010	\$60,000	0	SIG	Supt.
PD	School staff will participate in identified professional development training. The 2 Coaches and the Technology Resource Teacher will provide model lessons, coaching, and lesson planning to ensure professional development is effectively implemented in all classrooms. The state-approved technical assistance provider will support job-embedded professional development.	Begin August 2010	\$860,015 \$72,000 \$145,080	\$20,000	SIG SIG SIG  Categorical funds	Supt., Director of C&I, Director of Program Improvement , Principals, DAIT Provider
RPR	The district will work with the Board, California	2010-2011	0	\$7,000	Categorical funds	Supt., CBO, Principals,

	School Boards Association, principals and bargaining units to revise/ develop policies designed to recruit, replace, and retain staff.					DAIT Provider
IP	Response to Intervention (RTI) will be implemented. This requires the use of data to place students in appropriate interventions as part of the new instructional model.	2010-2011	0	0	None	Director of C&I, Director of Prog. Improvement , Principals, DAIT Provider
SD	RTI promotes the continuous use of data. Training will be provided to analyze and interpret data in order to drive/improve the instruction for students.	2010-2011	0	\$20,000	Categorical funds	Director of Curriculum & Instruction, Principals, DAIT Provider
ILT	Increase learning time will occur in after school interventions, Saturday school, and summer school. The district may consider extending the school year. The technology focus will provide intensified support for literacy/ELD and will	2010-2013	\$317,000 \$48,000	\$15,000	SIG SIG Categorical funds	Director of Curriculum & Instruction, Director of Prog. Improvement , Principals

	be tracked using the student information system to determine student placement in increased learning opportunities.					
FCE	A Parent Educator will be hired to work with families and community members to ensure full engagement in the educational process.	Sept. 2010	0	\$125,682 \$30,000	SIG SIG	Director of Curriculum & Instruction, Director of Prog. Improvement, Principals
OF	The superintendent supports site decision-making regarding flexibility of instructional schedules, vacation and summer school calendars, and other operations that may impact student achievement. Flexibility in the school calendar and extended learning time will require negotiating with the collective bargaining units.	2010-2013	0	\$300,000 \$96,549 \$5,000	SIG SIG SIG	Supt., Bargaining Units, Principals, Director of Prog. Improvement, DAIT Provider
TA	The district intends to use a new technical assistance provider to assist in the successful	2010-2013	\$300,000	\$330,000 \$75,000	SIG SIG	Supt., Director of C&I, Director of Prog.

	<p>implementation of the Transformational Model. The district leadership team will develop a process for screening, selecting and recruiting all California state-approved providers to determine the best fit for the district to assist them in: designing a teacher evaluation system, provide guidance in the implementation of the Transformational model, assist in evaluating data and determining what changes are needed based on its data, provide professional development to administration in governance and leadership skills as well as job-embedded professional development for teachers. The technical assistance provider will assist the district to develop the capacity and expertise of administrators, teachers</p>					<p>Improvement , Principals, DAIT Provider</p>
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	and instructional leaders to accelerate the literacy achievement of Latino students and English Language Learners working directly with teachers to achieve transformative change at the school that is built on a strong foundation of theory and research.					
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<b>Appendix A - District and Community Meetings</b>			
<b>Date</b>	<b>Location</b>	<b>Participants</b>	<b>Purpose of Meeting</b>
<b>2010</b> January 5	GUESD Board Room	School Board of Trustees and Superintendent	Work study session on the RTTT requirements, elements of state reform, turning around lowest-achieving schools
January	District-wide January newsletter	Parents, community members, and staff	Superintendent's newsletter with information on the four intervention models in RTTT and the SBE corrective actions
February 18	GUESD Board Room	State Board of Education President (Ted Mitchell) and staff	SBE President Mitchell and staff met with School Board of Trustee, administrators, teachers and support staff, and community members to discuss district's PI status and further sanctions
March	District-wide March newsletter	Parents, community members, and staff	Superintendent's newsletter with information on SBE visit to GUESD, identification of 5% persistently lowest achieving schools
March 16	GUESD Board Room	School Board of Trustees and Superintendent	Work study session on identification of schools as 5% persistently lowest-achieving and implications of the 4 intervention models
March 18	Vista Verde Middle School	Principal, teachers, support staff	Superintendent met with staff to discuss the identification of all four schools identified as 5% persistently lowest-achieving, two in Tier I and two in Tier III and the need to select an intervention model
March 18	Greenfield Elementary School	Principal, teachers, support staff	Superintendent – same message as VVMS on March 18
March 23	Oak Avenue Elementary	Principal, teachers, support staff	Superintendent – same message as VVMS on March 18
March 24	Cesar Chavez Elementary	Principal, teachers, support staff	Superintendent – same message as VVMS on March 18
March 24	Greenfield Elementary	Parents primarily, some staff members and several Board members present	Information re the school and district program improvement status; the need to select an intervention model, the SIG application, and the assignment of a Trustee by California State Board of Education. The Superintendent facilitated the information meetings; one in English, one in Spanish

<b>Date</b>	<b>Location</b>	<b>Participants</b>	<b>Purpose of Meeting</b>
March 25	Vista Verde	Classified personnel (CSEA)	Information re the school and district program improvement status; the need to select an intervention model, the SIG application, and the assignment of a Trustee by California State Board of Education. The Superintendent facilitated the information meeting.
March 29	Vista Verde Middle School	Parents primarily, some staff members and several Board members present	Information re the school and district program improvement status; the need to select an intervention model, the SIG application, and the assignment of a Trustee by California State Board of Education. The Superintendent facilitated the information meetings; one in English, one in Spanish
March 31	Cesar Chavez Elementary School	Parents primarily, some staff members and several Board members present	Same message as Vista Verde above on March 29.
April	District-wide April newsletter	Parents, community members, and staff	Superintendent's newsletter with information on second SBE visit to GUESD, two schools in Tier I and two schools in Tier III of 5% persistently lowest achieving schools
Apr. 1	GUESD Board Room	School Board of Trustees and Superintendent	Regular Board meeting – in open session the Superintendent updated the Board re the SIG grant and need to select an intervention model
April 12	Oak Avenue Elementary School	Parents primarily, some staff members and several Board members present	Same message as Vista Verde above on March 29.
April 15	Vista Verde MS Gymnasium	State Board of Education community meeting	SBE President Mitchell and staff met with about School Board of Trustees, administrators, teachers and support staff, and about 200 community members to discuss district's PI status and further sanctions, and State-appointed Trustee assigned to GUESD.

<b>Date</b>	<b>Location</b>	<b>Participants</b>	<b>Purpose of Meeting</b>
May 24	District Office	State-appointed Trustee arrives	First day of State-appointed Trustee (Norma Martinez) to work with district with a clear directive for district to exit Program Improvement status
June 9	Vista Verde Middle School	Parents, community members, and staff	To solicit input from parents, community members, and staff for the SIG application. Several Board members attended. Meeting was facilitated by Superintendent, State-appointed Trustee, and grant writing consultant
June 10	Greenfield Elementary	Teachers and principal	To solicit input from teachers and principal for the SIG application. Meeting was facilitated by Superintendent.
June 10	Vista Verde Middle School	Teachers and principal	To solicit input from teachers and principal for the SIG application. Meeting was facilitated by State-appointed Trustee
June 10	Vista Verde Middle School	Parents, community members, and staff	To solicit input from parents, community members, and staff for the SIG application. Several Board members attended. Meeting was facilitated by Superintendent, State-appointed Trustee, and C&I Director



# Greenfield Union School District    **Appendix B**

## Newsletter

*building our future. . . together*

<http://www.greenfield.k12.ca.us/>

April 2010

### ► Important Meeting - State Board of Education

The SBE Community meeting will be Thursday, April 15, at 6:00 p.m. at the Vista Verde Middle School gym. Dr. Ted Mitchell, president of the State Board of Education (SBE), along with other SBE members and staff members from the California Department of Education (CDE) will be in Greenfield for a public meeting. At their May 2010 meeting, the SBE will appoint a trustee to our district and before making that appointment, the SBE members and CDE staff are interested in hearing from the public how best to support our district to provide a quality education for our students. For information about the State Board of Education visit: <http://www.cde.ca.gov/be/>

### ► Persistently Lowest-Achieving Schools update

Last month we informed you via a newsletter and parent meetings at various schools that CDE identified Greenfield Elementary School (GES) and Vista Verde Middle School (VVMS) as persistently lowest-achieving schools. California law requires that each of the identified schools must implement one of the four intervention models beginning in the 2010-2011 school year. The four intervention models are: Turnaround, Restart, School Closure, and Transformation.

This month we will arrange meetings with GES and VVMS parents to listen and discuss how best to work together in the implementation of one of these models. The district office administration will work closely with the teachers and support staff from GES and VVMS to develop an implementation plan. The plan is due to CDE by June 1. For more information about the four models visit: <http://www.cde.ca.gov/nr/el/le/>

### ► State Test Next Month

The STAR California Standards Test is scheduled for May 3-12. It is extremely important that our students in grades 2 through 8 do their best on this

### Message from our Superintendent



Dr. Elida G. Garza

- *SBE members to have a public meeting in Greenfield on Thursday, April 15 at 6:00 in the Vista Verde Middle School gym.*
- *STAR California Standards Tests for students in grades 2-8 are next month, from May 3-12*
- *Census Form due April 15 - **Be Counted!***
- *We believe that all students can learn, achieve, and exceed grade level standards.*

test as this is one way to measure if our students are mastering the critical standards that are the building blocks of a strong educational foundation. Please talk with your child's teacher and school principal regarding how best to support your child's education.

### ► Reminder: Census Form due April 15

We have less than 10 days to be counted! So far, only 44% of our residents have returned the census forms.

Greenfield residents must complete and return the census form by April 15, 2010. It takes less than ten minutes to complete the form.

If you need assistance completing the form, go to the Census Assistance Center at Greenfield Elementary School in the Migrant Office. The center is open Monday through Friday 10:00 a.m. until 1:00 p.m.

### ► School District Budget

I'd like to take this opportunity to thank the administration, teachers, and support staff, at each school, as well as the various administrative departments, for their support and cooperation as we worked our way through a difficult 2009-2010 budget year. We are planning the next school year, 2010-2011, and at this time, there are no plans to eliminate class size reduction, to ask staff to take furlough days, nor to freeze step and column. Thank you, everyone!

GREENFIELD ELEMENTARY SCHOOL  
Program Improvement SIG  
Community Meeting  
June 10, 2010 – 5:30 P.M.  
Dr. Garza, Facilitator

Appendix C
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1. New Comers Program.
2. Classroom Aides (to many levels in class)
3. Intervention Programs  
(Research based) Plus resources for teachers.
4. Computer Lab with staff to run.
5. Accurate assessment of student skill levels aligned to standards.
6. More technology in classrooms:
  - i.e. smart boards
  - Elmos/projectors
  - Laptops/teachers
  - \*Laptops for every 5<sup>th</sup> graders
7. Kindles – loaded with reading levels – so students can read and practice fluency at their level and feel successful (plus math levels).
8. Materials for our own grade level children. More challenging materials for them.
9. Parent Workshops:
  - a. how to help with homework
  - b. helping student establish (set) goals
  - c. help parents understand report card, CST, CELDT levels and standards we teach.
10. New Report Card/standards based and in language parents can understand.
11. Parent Education classes so they can better support the student's learning.
12. More success celebrations for our students.
  - i.e. achievement on CST, CELDT. student of the month.
  - \*Every month celebrate student successes on Standards. If you achieve Proficient/Advanced in fourth grade we pay for 5<sup>th</sup> grade Science Camp.
13. Bring back more field trips to help students expand their horizons.
14. Planning session with administrator and parents for building trust in school and teachers. Also sharing of budget numbers with teachers and parents.
15. New school buildings.

16. Atmosphere that everyone is important and students are serious about learning.
17. More reading books in library and classrooms with different genres available to students.
18. Discipline program more effective. i.e. yard duty aides with referrals or for appropriate behavior.
19. Train yard duty aides for first aid and behavior.
20. More playground equipment for KG students.
21. Area designated for soccer.
22. Better maintenance of our school campus.
23. Create an atmosphere that students respect for all teachers and all teachers are responsible for all students regardless of grade or classroom assignment.
24. No lakes on raining days on blacktop by play equipment.





# GREENFIELD UNION SCHOOL DISTRICT

DR. ELIDA G. GARZA, SUPERINTENDENT

## School Improvement Program Meeting

*Thursday, June 10, 2010*

*5:30 PM*

*Greenfield Elementary School  
Meeting in the GES cafeteria*

*This meeting is to inform the entire school community regarding possible funding for school improvement money for the next years. Your involvement is critical to this process in order to seek your feedback, ideas, and recommendations for how you want to improve your school.*

*Please attend!*

